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Etude de l'impact de l'élection du Parti québécois et de l'adoption de la Loi 101 sur l'attitude des étudiants juifs anglophones en ce qui concerne leurs projets d'avenir: études, carrière, lieu de résidence.

Un échantillon de 3548 étudiants inscrits à l'université ou en deuxième et troisième années de cégep dans des établissements anglophones de la région de Montréal et résidant dans cette région a été constitué. Au total, 1343 d'entre eux ont accepté de répondre par téléphone au questionnaire (taux de 37,9%) dont 450 d'origine juive (12,7%). L'enquête a eu lieu à l'été 1977.

Environ 70% des Juifs anglophones déclarent maîtriser le français. Toutefois, seulement 21% d'entre eux déclarent pouvoir travailler en français sans difficulté alors que 40% affirment ne le pouvoir. Au total, 31% des étudiants ont l'intention de poursuivre leurs études hors du Québec contre 17% des autres étudiants anglophones. La situation politique apparaît être la première raison d'un tel choix (43%) suivie par des raisons d'ordre académique (35%).

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E D U D 8270447

ATTITUDES OF JEWISH STUDENTS

TOWARD

FUTURE EDUCATION AND RESIDENCE PLANS

GEORGE KANTROWITZ, PhD
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Allied Jewish Community Services

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PREFACE

This study is the first in what I hope will be a longitudinal series of reports on attitudes of young Montreal Jews of college age with respect to the image of the future as they perceive them in regard to education, careers and residence.

The basic data was collected in the summer of 1977 as part of a study supported by the Student Community Service Program of the Federal Department of the Secretary of State. Thanks are herewith given to this organization in providing the funding for this effort.

Acknowledgements are also made to the various institutions of higher learning in Montreal - McGill, Concordia, Vanier, Dawson and Marianapolis, all of which were kind enough to make lists of students available to me and which formed the basis from which the sample was chosen.

Special mention should also be made of the students who were involved in securing the interviews - Carine Chic[illegible] Greenbaum and Charles Posternack for their enthusiastic dev[illegible]e project, and to Rhoda Bercovitch for dealing with the tables and my handwriting.

George Kantrowitz, PhD
Research Director, AJCS

May 15, 1978

INTRODUCTION

The Parti Quebecois parliamentary victory on November 15, 1976 has been considered by many a watershed which has and will affect all elements of the population of the Province of Quebec. The introduction of Bill 1 and the subsequent passage of its amended version Bill 101 has caused tremors of earthquake proportion in the ethnic communities and none greater than within the Jewish community of Montreal.

The reaction of university and college youth to these revolutionary changes in the role of French in the professions, business and industry has long-term implications for the future of the Jewish community both short-term and long-range; with regard to the varieties of services required, to the institutions delivering these services and in the capacity of the community to fund them.

The major purpose of this research, therefore, is to probe the reactions and attitude of Jewish students currently attending universities and CEGEPs who are within a maximum five year range of having to decide what they will do with their lives and where they plan to spend it.

METHODOLOGY

Sample Population

The universe for this study consisted of all students attending the anglophone universities and who were listed in the student directories and whose usual residence was Montreal. Students whose home address was not in Montreal were excluded. The directories of McGill, Sir George Williams and Loyola were used.

In addition, second and third year students attending English language CEGEPs were added. These included all campuses of Vanier and Dawson and that of Marianapolis. Every fifth name was selected and a total preliminary sample of 3,548 names was thus secured.

Procedure

The students in the preliminary sample were contacted via the telephone by one of the survey staff. The purpose of the survey and its sponsorship was made known and anonymity was guaranteed. If the student agreed to participate, the schedule was administered and the answers recorded. To eliminate ambiguities in the questionnaire, the schedule had been pre-tested by interviewing 30 students prior to the interview period. Lack of clarity and misreading of the meaning and intent of questions was removed.

A total of 1,343 students agreed to participate in the survey. This represented 37.9% of the preliminary sample and approximately 7.5% of the universe.

The Sample

The sample was then analyzed and Jewish respondents were segregated for study. The Jewish sub-sample consists of 450 students or 33.5% of the total replies received or 12.7% of the original sample. The sub-sample was made up of 248 males (55%) and 202 females (45%). By school level, 256 (57%) were university students and 194 (43%) attended CEGEPs. The sample was overwhelmingly English-speaking; however 33 (7%) were French-speaking.

More than half of the sample (57%) attending university were at McGill, an additional 25% were at Sir George and 8% were at Loyola.

Table 1a - Location by University and by Sex

	McGill		Sir George		Loyola		Other		Not Ascertained		Total
	#	%	#	%	#	%	#	%	#	%	#
Male	78	53	46	31	12	8	10	7	2	1	148
Female	65	63	18	17	8	7	9	8	5	5	108
Total	146	57	64	25	20	8	19	7	7	3	256

The majority of CEGEP students (51%) attended Vanier with 25% at Dawson.

Table 1b - Location by CEGEP and by Sex

	Vanier		Dawson		Other		Total
	#	%	#	%	#	%	
Male	57	57	19	19	24	24	100
Female	41	44	29	31	24	25	94
Total	98	51	48	25	48	25	194

The present school system channels the bulk of high school students into CEGEPs. Those intending to continue to university do so after two years at CEGEP. Those staying on for three years normally are in technician programs. Those continuing to university attend for three years, at which point they have earned the Bachelor's degree. Thus U3 is the senior level, U2 the junior, U1, sophomore. The bulk of university respondents (24%) are in the U2 and U3 category.

Table 2a - University Level Attended, by Sex

	U1		U2		U3		Graduate		Not Ascertained		Total
	#	%	#	%	#	%	#	%	#	%	
Male	20	14	56	38	58	39	3	2	11	8	148
Female	23	21	34	31	41	38	3	3	7	7	108
Total	43	17	90	35	99	39	6	2	18	7	256

Since most Jewish CEGEP students plan to continue their education (see Table 7b), relatively few responses from third year students can be reported. 72% were in the second level and 23% in first level.

Table 2b - CEGEP Level Attained by Sex

	1st Year		2nd Year		3rd Year		Not Ascertained		Total
	#	%	#	%	#	%	#	%	
Male	23	23	73	73	4	4	-	-	100
Female	22	23	67	71	4	4	1	1	94
Total	45	23	140	72	8	4	1	1	194

The sample of university students contained a fairly even distribution of areas of study with men more heavily represented in science, both applied and theoretical, and in business administration, while women predominated in the liberal arts and social sciences.

Table 3a - University Students by Area of Study, by Sex

	Liberal Arts		Pure Science		Social Science		Applied Science		Busin Admin		Misc.		Not Ascertained		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male	14	9	49	33	20	14	25	17	29	20	3	2	8	5	148
Female	36	33	16	15	30	28	-	-	12	11	13	12	1	1	108
Total	50	20	65	25	50	20	25	10	41	16	16	6	9	4	256

Table 3b - CEGEP Students by Area of Study, by Sex

	Liberal Arts		Pure Science		Social Science		Applied Science		Busin Admin		Misc.		Not Ascertained		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male	20	20	23	23	19	19	24	24	6	6	8	8	-	-	100
Female	39	41	3	3	27	29	14	15	3	3	2	2	6	6	94
Total	59	30	26	13	46	24	38	20	9	5	10	5	6	3	194

In general, CEGEP students have similar patterns to university respondents with the exception that they seem to be less oriented toward pure sciences and business administration. Male CEGEP students are more oriented to liberal arts and social aciences and applied sciences than their counterparts at university. Female CEGEP students are less interested than university women in pure sciences and business and more interested in the applied sciences.

As one would expect from the way in which the sample was constructed, English is overwhelmingly the language used by students at home. In 90% of the cases it is the only language used. An additional 5% use English in conjunction with French or some other language; only 2% use French exclusively.

Table 4 - Language Used at Home, by Sex

	Unilingual						Multilingual								
	English		French		Other		English & Other		French & Other		Both & Other		Not Ascertained		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male	220	89	4	2	2	1	3	1	1	-	13	5	2	1	248
Female	185	92	5	3	1	-	2	1	1	-	-	-	1	-	202
Total	405	90	9	2	3	1	5	1	2	-	13	3	3	1	405

In summary, the sample consists basically of English-speaking university attenders or university oriented students with slightly more men than women respondents.

FINDINGS

French Competence

One of the prevelant ideas held by significant numbers of individuals in the Jewish community is that young people are leaving because of problems of coping with French as a working language. Several questions on this subject were included in the schedule. The answers to this question were subjective on the part of the respondent and may correspond to reality or not. However, taken as a factor of the students' decision to remain in Quebec or to leave the province, these responses may be taken at face value.

More than 70% of the Jewish anglophone students indicated that they could read, write and speak French. Fewer Jewish students profess these abilities than the general students, of whom 80% responded affirmatively. A significantly higher percentage of males (76%) claimed French language proficiency than females (62%). While percentages varied as between CEGEP and university students the same pattern is evident.

21% of all students were devoid on any capacity to read, write or speak French. Women reported less ability (28%) than men(15%).

Table 5a - Knowledge of French by Anglophone University Students, by Sex

Ability to:	Speak, Read & Write		Speak & Read		Read & Write		Speak		Read		Write		None		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male	114	81	2	1	1	1	4	3	1	1	-	-	19	13	141
Female	67	66	1	1	1	1	8	8	0	-	-	-	24	24	101
Total	181	75	3	1	2	1	12	5	1	1	-	-	43	18	242

Table 5b - Knowledge of French by Anglophone CEGEP Students, by Sex

Ability to:	Speak, Read & Write		Speak & Read		Read & Write		Speak		Read		Write		None		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male	59	68	1	1	2	2	6	7	2	2	2	2	15	17	87
Female	51	58	0	-	0	-	5	6	3	3	0	0	29	33	88
Total	110	63	1	1	2	2	11	6	5	3	2	1	44	25	175

Table 5c - Knowledge of French by Anglophone Students, by Sex

Ability to	Speak, Read & Write		Speak & Read		Read & Write		Speak		Read		Write		None		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male	173	76	3	1	3	1	10	4	3	1	2	1	34	15	228
Female	118	62	1	1	1	1	13	7	3	2	0	-	53	28	189
Total	291	70	4	1	4	1	23	6	6	1	2	-	87	21	417

Analysis of the three components of language skills indicates that capacity for all groups is greatest in speaking, with reading next and writing last. University students rank higher than CEGEP students and males higher than females.

Table 5d - Percentage of Students with Language Skills by Sex and by Education Level

	Male	Female	University	CEGEP	Total
Speak	82	70	81	70	76
Read	80	65	77	67	73
Write	78	63	76	65	71

Despite the fact that more than 70% of the respondents claimed a high level of French language skills, the students were not as sure about their ability to utilize the language as a tool for daily work. Only 22% indicated that they felt they had the ability to work very comfortably in French. Another 38% thought they could do so adequately while 40% of those who claimed knowledge of French felt they would do poorly. By sex, a higher percentage of women than men felt they could work comfortably but this was also true of those who felt they would do poorly.

Table 6a - Ability to Work in French, by Sex

	Poorly		Adequately		Very Comfortably		Total
	#	%	#	%	#	%	
Male	83	38	88	41	46	21	217
Female	74	41	63	35	43	24	180
Total	157	40	151	38	89	22	397

Table 6b - Ability to Work in French, by Level of Education

	Poorly		Adequately		Very Comfortably		Total
	#	%	#	%	#	%	
University	88	38	92	40	49	22	229
CEGEP	69	41	59	35	40	24	168
Total	157	40	151	38	89	22	397

A greater percentage of university students fall into the adequate capacity range than CEGEP respondents while the latter have greater percentages in either of the extremes.

Despite the generally held opinion that Jews are more bilingual a comparison of responses indicates that a lower percentage of Jewish students report that they could work comfortably in French than non-Jewish respondents.

Table 6c - Comparison of Jewish Students and Non-Jewish Students, Ability to Work in French by Percentage

	Poorly		Adequately		Very Comfortably		Total
	#	%	#	%	#	%	
Jewish Students	157	40	151	38	89	22	397
Non-Jewish Students	192	20	357	38	397	42	946

Student Plans

More than ¾ of Jewish students responding to a question about their educational plans indicate that they plan to continue their education. Including undecided and unascertained, this is 62% of all Jewish students interviewed. As one would expect, a far higher percentage of CEGEP students plan to continue (89% of total; or 91.5% of respondents) than do university students (42% of total; or 59% of respondents). An additional 22% of university respondents were uncertain about their educational future. A significantly higher percentage of university women plan to go on for graduate degrees than do men, 49% to 36%, although a slightly higher percentage of male CEGEP respondents than females plan to continue. This may be explained by the fact that a far greater number of males are in areas of study such as engineering where Bachelor degrees are sufficient for entry into careers.

Comparison of Jewish and non-Jewish student plans regarding further education indicates that a higher percentage of Jewish student men and women in university or at CEGEP plan to continue their education than do non-Jewish respondents.

Table 7a - University Students Planning to Continue Education, by Sex

	Yes		No		Uncertain		Not Ascertained		Total
	#	%	#	%	#	%	#	%	
Male	54	36	49	33	32	22	13	9	148
Female	53	49	25	23	26	24	4	4	108
Total	107	42	74	29	58	22	17	7	256

Table 7b - CEGEP Students Planning To Continue Education, by Sex

	Yes		No		Uncertain		Not Ascertained		Total
	#	%	#	%	#	%	#	%	
Male	90	90	8	8	2	2	0	0	100
Female	82	87	8	9	3	3	1	1	94
Total	172	89	16	8	5	5	1	1	194

Table 7c - Students Planning to Continue Education, by Sex

	Yes		No		Uncertain		Not Ascertained		Total
	#	%	#	%	#	%	#	%	
Male	144	58	57	23	34	14	13	5	248
Female	135	67	33	16	29	14	5	3	202
Total	279	62	90	20	63	14	18	4	450

Table 7d - Comparison of the Percentage of Jewish and Non-Jewish Students Planning to Continue Education by Level of Education and Sex

	University		CEGEP		Total	
	Jewish %	Non-Jewish %	Jewish %	Non-Jewish %	Jewish %	Non-Jewish %
Male	36	28	90	80	58	53
Female	49	43	87	83	67	64
Total	42	33	89	81	62	57

Looking at the respondents as a group, 63% intend to continue their education in Quebec with no difference between males and females. CEGEP students are more likely to stay in Quebec (66%) than university students (57%). While overall, there is no difference as between males and females, cross tabulation by sex and level of education reveals that university males are less likely than females to stay in Quebec; only 50% of university males plan to stay while 64% of females will remain here. With CEGEP students, the opposite is true with 70% of males and 62% of females planning to remain.

Table 8a - Students Planning to Continue Education in Quebec, by Level of Education and Sex

	University		CEGEP		Total	
	#	%	#	%	#	%
Male	27	50	63	70	90	63
Female	34	64	51	62	85	63
Total	61	62	114	66	175	63

Table 8b - Percentage of Students Planning to Continue Education in Quebec by Level of Education with Uncertain Removed

	University		CEGEP		Total	
	#	%	#	%	#	%
Male	27	54	63	79	90	69
Female	34	71	51	68	85	69
Total	61	62	114	74	175	69

Approximately 10% of the respondents had not made up their minds. Removal of the uncommitted raises the percentage of those planning to remain to 69% overall. 74% of CEGEP students and 62% of university attendees plan to remain. The percentage of stayers by sex increase in about the same proportions.

Table 8c - Comparison of Percentages of Jewish and Non-Jewish Students Planning to Obtain Further Education in Quebec by Sex and Level of Education

	CEGEP		University		Total	
	Jewish %	Non-Jewish %	Jewish %	Non-Jewish %	Jewish %	Non-Jewish %
Male	80	80	54	88	70	82
Female	67	88	71	76	68	85
Total	74	83	62	83	69	83

A comparison between Jewish and non-Jewish students who have decided whether to continue their education in Quebec indicates that a significantly higher percentage of Jewish students have opted to leave. Only 17% of non-Jewish respondents who planned to go on with their education expected to leave Quebec while 31% of Jewish students plan to do so. This is almost twice the percentage of non-Jewish movement. The departure of university level students is markedly greater than among CEGEP students. The greatest movement is evidenced by Jewish male university students, 46% to just 12%, or almost four times the non-Jewish movement. Only among CEGEP males do we find an equal movement.

Half of the students planning to leave intend to go to schools in Ontario. An additional 5% will attend school in other provinces. 22% will be going to the United States and 5% will go to Israel. The remaining 17% are unsure of their future plans. Female students are more likely than males to go to Ontario schools (61% to 40%) and to go to the U.S. (24% to 20%). Males plan to attend schools in other provinces and in Israel (10% to 0%) and (8% to 3%) respectively. Differences between university and CEGEP students appear mainly as a higher percentage of university than CEGEP women who are uncertain about where their future schooling will take place. Jewish women students are far more likely to restrict themselves to Ontario than are males both at the university and CEGEP levels.

Table 9a - Destination of University Students Leaving Quebec, by Sex

	Ontario		Rest of Canada		U.S.		Europe & Israel		Uncertain		Total
	#	%	#	%	#	%	#	%	#	%	
Male	10	43	1	4	4	17	3	13	5	21	23
Female	8	57	-	-	3	21	-	-	3	21	14
Total	18	49	1	3	7	19	3	8	8	21	37

Table 9b - Destination of CEGEP Students Leaving Quebec, by Sex

	Ontario		Rest of Canada		U.S.		Europe & Israel		Uncertain		Total
	#	%	#	%	#	%	#	%	#	%	
Male	6	35	3	18	4	24	1	6	3	18	17
Female	15	63	-	-	6	25	1	4	2	8	24
Total	21	51	3	7	10	24	2	5	5	12	41

Table 9c - Destination of Students Leaving Quebec, by Sex

	Ontario		Rest of Canada		U.S.		Europe & Israel		Uncertain		Total
	#	%	#	%	#	%	#	%	#	%	
Male	16	40	4	10	8	20	4	10	8	20	40
Female	23	61	-	-	9	24	1	3	5	13	38
Total	39	50	4	5	17	22	5	6	13	17	78

Table 9d - Comparison of Destination of Jewish and Non-Jewish Students by Percentage and Sex

	Ontario		Rest of Canada		U.S.		Uncertain		Total	
	Jewish	Non-Jewish	Jewish	Non-Jewish	Jewish	Non-Jewish	Jewish	Non-Jewish	Jewish	Non-Jewish
	%	%	%	%	%	%	%	%	%	%
Male	40	44	10	15	20	24	10	5	20	12
Female	61	39	-	15	24	27	3	5	13	15
Total	50	42	5	15	22	25	6	5	17	13

Comparison to non-Jewish students reveals that Jewish female students are less venturesome than other groups with 61% going to Ontario compared to 40% for Jewish males, and 44% and 39% for non-Jewish males and females respectively. Even Jewish males are less likely to be adventurous than non-Jews except in the case of going to Israel. Only 10% of Jewish students are planning to attend schools in provinces other than Ontaric compared to 15% each of non-Jewish male and female students.

A total of 124 responses were made by 72 students who gave reasons for attending schools outside Quebec. The most frequent reaction was a negative response to the political atmosphere(30%) with an additional 15% indicating opposition to Bill i for a total of 45%. An additional 31% gave the desire to attend a "better" school as a motive for leaving. 12% indicated that the economic situation created concern about receiving their education in Montreal. Overall there was little

difference between the responses of Jewish university and CEGEP students. On the whole, Jewish female students seem more concerned about the political atmosphere than males. On the other hand, males more often cited concerns about the economic situation and the quality of the schools they planned to attend.

Comparison of the responses made by Jewish and non-Jewish students reveals that Jewish students were more concerned by political events. The impacts of Bill 1 and their interest in it was about equal, and non-Jewish students more likely to respond to the economic situation and the quality of the school.

Table 10a - Frequency of University Students Reasons for Attending Schools Outside the Province, by Sex

	Political Situation		Language Policy		Economic Situation		Better Education		Personal Reasons		Other		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Male	12	33	4	11	4	11	12	33	2	6	2	6	36
Female	7	26	6	22	4	15	5	19	5	19	0	0	27
Total	19	30	10	16	8	13	17	27	7	11	2	3	63

Table 10b - Frequency of CEGEP Students Reasons for Attending Schools Outside Province, by Sex

	Political Situation		Language Policy		Economic Situation		Better Education		Personal Reasons		Other		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Male	6	21	3	10	5	17	11	38	4	14	-	-	29
Female	12	38	6	19	2	6	8	25	4	13	-	-	32
Total	18	30	9	15	7	11	19	31	8	13	-	-	61

Table 10c - Frequency of Students Reasons for Attending Schools Outside of Province, by Sex

	Political Situation		Language Policy		Economic Situation		Better Education		Personal Reasons		Other		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Male	18	28	7	11	9	14	23	35	6	9	2	3	65
Female	19	32	12	20	6	10	13	22	9	15	-	-	59
Total	37	30	19	15	15	12	36	29	15	12	2	2	124

Table 10d - Comparison of Jewish and Non-Jewish Students Reasons for Attending Schools Outside the Province, by Level of Education and Sex

	University						CEGEP				Total							
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	Jewish %	Non-Jewish %	Jewish %	Non-Jewish %	Jewish %	Non-Jewish %	Jewish %	Non-Jewish %	Jewish %	Non-Jewish %	Jewish %	Non-Jewish %	Jewish %	Non-Jewish %	Jewish %	Non-Jewish %	Jewish %	Non-Jewish %
Political Situation	33	16	26	24	30	20	21	31	38	12	30	25	28	23	19	27	30	22
Language Policy	11	21	22	12	16	17	10	10	19	24	15	16	11	16	12	17	15	17
Economic Situation	11	11	15	22	13	16	17	5	6	28	11	14	14	8	6	24	12	16
Better Education	33	47	19	22	27	36	38	39	25	20	31	28	35	43	13	22	29	33
Personal	6	6	19	19	11	12	14	15	13	16	13	17	9	11	9	25	12	14

By sex, a higher percentage of Jewish males and non-Jewish females, 14% and 24% respectively, reported concern about the economic situation in Quebec than did Jewish female and non-Jewish male respondents (8% and 24%).

An interesting abberation is that non-Jewish CEGEP males reported a higher percnetage concerned about the political situation, 31% to 21%.

Non-Jewish women respondents also indicate higher concerns about the Quebec economic situation than do Jewish women both at the university and CEGEP levels.

In an attempt to sharpen our focus on these issues, students were asked to indicate their primary reason for attending schools elsewhere than Quebec. A total of 78 students, 37 from university and 41 from CEGEP, indicated their intent to do so. Of these 72, 35 university and 37 CEGEP students completed the question.

Table 11a - University Students Primary Reason for Attending School Outside Quebec, by Sex

	Political Situation		Language Policy		Economic Situation		Better Education		Personal Reasons		Other		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Male	10	45	0	0	1	5	8	36	1	5	2	9	22
Female	4	31	1	8	2	15	5	38	1	8	0	0	13
Total	14	40	1	3	3	9	13	37	2	6	2	6	35

Table 11b - CEGEP Students Primary Reason for Attending School Outside Quebec, by Sex

	Political Situation		Language Policy		Economic Situation		Better Education		Personal Reasons		Other		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Male	6	35	-	-	2	12	7	41	2	12	-	-	17
Female	9	45	1	5	1	5	6	30	3	15	-	-	20
Total	15	41	1	3	3	8	13	35	5	14	-	-	37

Table 11c - Students Primary Reason for Attending School Outside Quebec, by Sex

	Political Situation		Language Policy		Economic Situation		Better Education		Personal Reasons		Other		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Male	16	41	-	-	3	8	15	38	3	8	2	5	39
Female	13	39	2	6	3	9	11	33	4	12	-	-	33
Total	29	40	2	3	6	8	26	36	7	10	2	3	72

Definition of Categories -

Political Situation: the general atmosphere in the province

Language Policy: Bill 1 (101) and its implications

Economic Factors: the anticipated effect of securing a degree from a specific university or having a non-Quebec degree

Better Education: the reputation of the university or the fact that certain courses are not available here

Personal Reasons: wish to be away from home; new experience, etc.

40% of the respondents gave the political situation as their primary reason for leaving. An additional 3% gave language legislation as their motivation. 35% indicated that the quality of education or the fact that the courses they were interested in were not available as their reason. Economic factors accounted for 9% of the responses. The desire to be on their own and to get a new experience was the response of 10% of the students. With the exception of the latter item (where CEGEP students gave more than twice the response than university students), no marked difference was discernable on an educational level. Overall, women reacted to their independence and new experience needs more than men and CEGEP women more frequently than university women (15% to 8%). Men were more likely to respond to the educational factor than women (38% to 33%). CEGEP women were more concerned than CEGEP men and university women about the political atmosphere in Quebec and were only equalled by male university attendees.

Table 11d - Comparison of the Percentage of Jewish and Non-Jewish Student Selection of Primary Reason for Going Elsewhere for Education by Education Level and Sex

	University						CEGEP						Total					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	Jewish	Non-Jewish	Jewish	Non-Jewish	Jewish	Non-Jewish	Jewish	Non-Jewish	Jewish	Non-Jewish	Jewish	Non-Jewish	Jewish	Non-Jewish	Jewish	Non-Jewish	Jewish	Non-Jewish
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Political Situation	45	21	31	2	40	14	35	22	45	38	41	27	41	21	39	15	40	19
Language Policy	-	17	8	23	3	19	-	9	5	4	3	7	-	14	6	16	3	15
Economic Situation	5	6	15	23	9	13	12	2	5	8	8	4	8	5	9	18	8	10
Better Education	36	50	38	30	37	42	41	50	30	46	35	49	38	50	33	36	36	45
Personal	5	6	8	21	6	12	12	17	15	4	14	13	8	10	12	15	10	12
Other	9	-	-	-	6	-	-	-	-	-	-	-	5	-	-	-	3	-

Comparison of Jewish and non-Jewish responses indicates that Jewish students are far more concerned about the political atmosphere (40% to 19%) while non-Jewish students focus on the specific of language legislation (3% to 15%). Overall, political concerns are far greater among Jews than non-Jews 43% to 34%. On the other hand, non-Jewish students have cited issues related to quality of education more frequently 45% to 36% for Jewish students. An exception to this may be found among female university students where Jewish women were more concerned than non-Jewish women (38% to 30%).

The final questions related to the future plans of students with regard to living in Montreal after completion of their education. Overall 41% indicated they would remain, 40% said they would leave, and 19% were uncertain. Elimination of those whose minds were not yet made up results in an almost 50% division among students. Males were more likely to stay than females 46% to 35%, or 55% to 45% with uncertains eliminated.

CEGEP students were more likely to remain in Montreal than university students 46% to 37%, or 57% to 45% with the uncommitted removed. Only CEGEP males produced a majority who would stay.

Table 12a - University Students Plans After Completion of Education, by Sex

	Stay/Return		Leave		Uncertain		Total
	#	%	#	%	#	%	
Male	63	43	64	43	21	14	148
Female	32	30	49	45	27	25	108
Total	95	37	113	44	48	19	256

Table 12b - CEGEP Students Plans After Completion of Education, by Sex

	Stay/Return		Leave		Uncertain		Total
	#	%	#	%	#	%	
Male	51	51	31	31	18	18	100
Female	38	40	36	38	20	21	94
Total	89	46	67	35	38	20	194

Table 12c - Students Plans After Completion of Education, by Sex

	Stay/Return		Leave		Uncertain		Total
	#	%	#	%	#	%	
Male	114	46	95	38	39	16	248
Female	70	35	85	42	47	23	202
Total	184	41	180	40	86	19	450

Table 12d - Comparison of Jewish and Non-Jewish Students Plans After Completion of Education, by Education Level and Sex

	University						CEGEP						Total					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	Jewish	Non-Jewish	Jewish	Non-Jewish	Jewish	Non-Jewish	Jewish	Non-Jewish	Jewish	Non-Jewish	Jewish	Non-Jewish	Jewish	Non-Jewish	Jewish	Non-Jewish	Jewish	Non-Jewish
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Stay	43	46	30	49	37	47	51	44	40	40	46	43	46	45	35	44	41	45
Leave	43	40	45	27	44	36	31	38	38	32	35	35	38	39	42	29	40	36
Uncertain	14	14	25	24	19	17	18	18	21	28	20	22	16	16	23	26	19	19

Overall Jewish students are only slightly less likely to remain in Quebec. 41% of Jewish students and 45% of non-Jewish students indicate they plan on staying in Quebec after completion of their education. The removal of those who were undecided at the time of the interviews raises these percentages to 51% and 56% respectively. While male Jews and non-Jews are virtually identical in their plans, female Jewish students indicate they are less likely to remain than female non-Jewish students. This is especially noticeable among Jewish university women where only 30% plan to stay compared to 49% non-Jewish women. Jewish men attending CEGEP are planning to stay in Quebec in significantly greater proportions than non-Jews, 51% to 44%. Removal of the undecided respondents increases these figures to 62% and 54% respectively.

Students planning to stay in Quebec after completion of their education were asked to indicate their reasons for staying. A total of 141 responses were received from the 156 students planning to stay.

Table 13a - Students Reasons for Staying by Level of Education

	Montreal is Home		Prefer Montreal		Family Reasons		Employment		Total
	#	%	#	%	#	%	#	%	
University	48	59	13	14	10	11	15	16	86
CEGEP	30	49	6	10	15	25	10	16	61
Total	78	53	19	13	25	17	25	17	147

Table 13b - Students Reasons for Staying, by Sex

	Montreal is Home		Prefer Montreal		Family Reasons		Employment		Total
	#	%	#	%	#	%	#	%	
Male	56	62	10	11	11	12	14	15	91
Female	22	39	9	16	14	25	11	20	56
Total	78	53	19	13	25	17	25	17	147

More than half of the respondents (53%) stated that they would stay because Montreal was home to them. An additional 13% indicated that they preferred Montreal to other cities because of its life style. 17% replied that their family relationships were crucial in their decision and an additional 17% indicated that they had expectations of employment in Montreal upon completion of their education.

Women and CEGEP students were more than twice as likely as males and university students to see family connections as reasons for staying or returning to Montreal (25% to 11-12%). More detailed analysis of these responses is inhibited by the lack of clarity of the meaning of "Montreal is Home". It can be interpreted to contain elements of two of the other categories: "Preference for Montreal Life Style" and "Family Relationships".

SUMMARY OF FINDINGS

The Jewish sample consisted of 450 students, 55% of whom were males and 45% females. 57% were university students and 43% attended CEGEPs. While the overwhelming majority were English speaking, the sample included 7% French-speaking students who were attending anglophone universities.

Findings - Language

Finding 1: More than 70% of the Jewish anglophone students indicated they could read, write and speak French. A higher percentage of males (76%) claimed French language proficiency than females (62%).

Finding 2: 21% of all Jewish students indicated that they were totally devoid of any capacity to read, write or speak French.

Finding 3: Language skills ranged in the following descending order of competence: speaking, reading and writing.

Finding 4: Despite the fact that more than 70% of the respondents claimed high level ksills, students were uncertain about their ability to utilize French as a working language. Only 22% of those claiming French skills indicated they felt they had the ability to work easily in French. 40% felt that they could not do an adequate job.

Finding 5: Despite the generally held opinion that Jews are more bilingual than other anglophones, the responses indicate that a lower percentage of Jewish students among those interviewed could work comfortably in French than was the case with the non-Jewish respondents.

Finding 6: More than 75% of all students respondingindicate that they plan to continue their education beyond their current levels. However, a significant number were undecided so that overall, students who made up their minds make up 62% of all students involved.

Finding 7: A significantly higher percnetage of university women plan to go on for graduate degrees than was the case among the male respondents. However, this may be explained by the fact that there were many males and few females in the engineering areas where a Bachelor's degree is sufficient for entry into the career work force.

Finding 8: A significantly larger number of Jewish students plan to continue their education beyond the current level of schooling than among non-Jews.

Finding 9: 63% of the respondents who plan to continue their education plan to do so in Quebec. As could be anticipated, CEGEP students are more likely to stay in Quebec than university students.

Finding 10: 90% of the respondents have made up their minds as to whether they will continue their education in Quebec or not. More than 2/3 of those who have made up their minds plan to remain with 3/4 of the CEGEP students and 60% of the unversity attendees in this category.

Finding 11: A comparison between Jewish and non-Jewish students who have arrived at a decision indicates significantly higher percentage of Jewish students have decided to leave. Only 17%of non-Jews expect to leave while 31% of Jewish students expect to do so.

Finding 12: The exodus among university level students is even greater. 46% of male university students as compared to 12% among non-Jewish males plan to leave.

Findings - Attitudes

Finding 13: 72 of the students who plan to leave gave 124 reasons why they wished to do so. Negative responses to the political atmosphere represents the most frequent reason for leaving with a combined total of 45% of all responses.

Finding 14: 31% gave a desire to attend a "better school" as their reason for leaving.

Finding 15: 12% indicated concern about the economic situation as their reason for leaving.

Finding 16: When analysed by their primary reason for leaving, 43% gave the political situation as their main reason for leaving; 35% pointed to the quality of education and 9% indicated economic factors. An additional 10% indicated that they were looking for new experiences or wanting to be on their own.

Finding 17: Jewish students are far more likely to indicate political situations as the reason for leaving while non-Jewish students tended to cite the quality of education as their basic reason for leaving.

Finding 18: Of those who have made up their mind to stay or return to Quebec after completion of their education, 51% indicated that they plan to remain. However, a significant number representing 20% of all Jewish students were uncertain about their future plans in this area.

Finding 19: Interestingly, Jewish women indicate they are most likely to remain than male students.

Finding 20: The reasons given by students for staying focus on three areas: (1) the family and its ties, (2) the prospects of employment here, and (3) a general preference for Montreal over other cities.